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The ERIC system provides a logical base for the development of a statewide educational information system designed to achieve optimal use and implementation of current research and project-generated information. A State ERIC office would insure that (1) all nationally relevant educational research produced within the State would enter the ERIC system, and (2) ERIC services would be extended to localities not served by existing ERIC collections. An individual designated as the "county agent" would act as a liaison between the State ERIC office and local educational agencies by (1) identifying local educational problems and needs, (2) transmitting problems to the State ERIC office for a comprehensive information search, (3) transmitting pertinent findings to the local educator, and (4) instigating new research efforts where information relevant to local problems cannot be located. Hopefully, implementation of this system would serve to narrow the gap between research and practice in education. Flow charts of the proposed system and selected listings of national information centers are appended. (JH)

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A STATE DESIGN FOR EDUCATIONAL RESEARCH

and

RESOURCE UTILIZATION

EA 002 577

New York Research Coordinating Unit
The University of the State of New York
STATE EDUCATION DEPARTMENT
Albany, New York 12224

August 1969

This paper is a description of an educational research and information diffusion design being piloted in New York State by the New York Research Coordinating Unit.

Any inquiries should be directed to the writer:

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A STATE DESIGN FOR EDUCATIONAL RESEARCH AND RESOURCE UTILIZATION

Dissemination has become a familiar word among educators and social scientists within the last few years and with good cause. A tremendous amount of public money is being expended through Federal, State and Local agencies for research, developmental, pilot, innovative and demonstration projects in the behavioral and social sciences, especially education. A growing concern is evident regarding the ultimate disposition of these expensive projects and the eventual impact they may have toward improving the educational process.

In essence the question being asked today relates to the utilization and implementation of the tremendous amount of research and similar "project-generated" information. Who is using it and how has it contributed to the field of education?

Unfortunately, the answer to this question does not appear adequate. Educators have been extremely fortunate in that this question at present is being asked by other educators. However, with increased "people-involvement" in government coupled with the tightening of public pocket-books, it is apparent that the above crucial and potentially devastating question will be asked by State and Federal legislators across this nation. This writer fears that if education does not provide an adequate answer, the funding resource well for research and innovative programs may quickly run dry. We are beginning to see evidence of this in several Federal and State program appropriations.

The fact that to date educators have no adequate answer to the above question is the result of three major factors:

1. The tremendous quantity of research and "project-generated" information has made it impossible for practitioners to implement or utilize information simply because there is too much to know and too many "systems" which demand an excessive amount of time to investigate.

2. A major portion of the research projects today are initiated and conducted without giving thought to the ultimate "implementability" of the findings.

   The writer is aware that much research will not by its design or intent ever create change or improvements on the educational firing line. However, in light of current developments and demands, it would seem that implementable research should be given much greater emphasis.

3. The methods of diffusing research results or "project-generated" information are at best fragmented and distinct from the generating process. In many instances, no diffusion process is involved and if an investigator is fortunate enough to derive any benefits for education from a project, they remain unknown to his fellow educators.

The quantity of educational information being indiscriminately dropped (if dropped at all) on educators creates a hazy enough picture. The increasing fragmentation of information sources truly makes the future dim for the serious educator in search of relevant educational information.

In the State of New York, a local educator requesting information relating to "urban vocational education programs for the disadvantaged" would find herself confronted with the task of deciding whether to address her request to the ESEA, Title I Office, the seemingly formidable Vocational Education structure which includes no less than eight state offices, or to the Office of Urban Education. In most cases, this confrontation suffocates her desire for knowledge quickly and completely as only a bureaucratic superstructure can.

Before condemning the New York State Education Department one must realize that the information source fragmentation has been fostered at the Federal level through legislation. For instance ...

Section 3C3a(1), Amendments to the Vocational Education Act of 1963

"For the purpose of carrying out more effectively the provisions of the programs ... shall prepare and disseminate to all appropriate State and local agencies and institutions and others ... complete information on programs."

ESEA, Title I, Sec. 203

"Projects must include ... plans for disseminating such information to teachers and administrators."

ESEA, Title IV

"... provisions for the dissemination of information derived from educational research."

ESEA, Title III

"Stimulate the adoption of improved or new educational programs ..."

There are several additional examples and all of these were magnified by the early development of the Educational Resource Information Center (ERIC) which divided the educational field into 19 distinct areas, each with a center or clearinghouse (see Appendix E) that began

to foster subsystems beneath them.

Fortunately, the problem of fragmentation became apparent to many of those who helped create it. These individuals have had the foresight to recognize that system ramification breeds additional ramification and ultimately makes educational information inaccessible.

For example, in April 1968 the Intergovernmental Task Force on Information Systems outlined a number of factors which impede the development of an efficient flow of useful information. Some of the factors having special meaning for educators are:

1. There is unnecessary duplication of systems dealing with similar kinds of information.
2. There is a lack of strong, central coordination at all levels of government over the development and operation of internal information systems.
3. The fragmentation of Federal grant-in-aid programs which are available to assist State and local governments in the development and operation of information systems.

It is gratifying to note that the one overriding recommendation of the Intergovernmental Task Force on Information Systems was:

— "Provide for the coordinated development of information systems within each government."

Those in command of the ERIC system either read that recommendation or discovered on their own the importance of that recommendation. Whichever the case, there is concrete evidence that the ERIC system has become more "centrally-oriented" which will ultimately facilitate the development of the "one-stop-shop" for educators in search of information. The ERIC system has also broadened its scope enormously through its new monthly publication entitled Current Index to Journals

in Education which covers 216 educational journals. These developments have projected ERIC into the position of being the most thorough and up-to-date source of educational information available. The system to be discussed later was criticized on the ground that it was built around ERIC and ERIC represented only a small portion of the educational information currently available. This is no longer true.

Congressman Pucinski introduced a bill (HR 8809) in March of 1969 which would amend the National Defense Education Act of 1958 to provide for a National Science Research Data Processing and Information Retrieval System. The main intent of this bill is to "avoid unnecessary and costly duplication in scientific research and to assure quick access to all science research data." If enacted, the bill would prohibit the establishment of any further Government-owned or operated system where such a facility already exists.

Two additional proposed pieces of legislation, HR 10954 -- "Grant Consolidation Act of 1969" and HR 7366 -- "Intergovernmental Cooperation Act of 1969," are concerned with fragmentation at all levels.

All of this provides substantial evidence that the fragmentation problem has not gone unnoticed and that it runs much deeper than merely information systems.

It now appears that sufficient educational information machinery exists on the national level to base the development of a plan through which we might ultimately find an adequate answer for the question: "Who is using educational research and project-generated information and how has it contributed to the field of education on a practical level?"

Toward the Answer

"Information" has taken on many and extremely varied connotations and a definition of "educational information" is just as nebulous. For the purpose of discussion and practicality, this writer will divide the term "educational information" into two distinct classes:

1. "Hard educational information"

   This relates to Federal, State and local statistical information derived from routine data collection relating to teacher-student population, program, school or district enrollment, achievement records, financial data, etc. and any combinations, projections or correllations derived therefrom.

2. "Soft educational information"

   This is the research or project-generated information such as that contained in the ERIC system.

Most educational agencies have an extremely sophisticated and effective hard information collection and dissemination system but have totally neglected soft information and the value it has. Access to a soft information system is vital if the hard information is to be utilized effectively. If these systems are combined, four distinct operational functions will be required. They are:

1. Hard information collection
2. Soft information collection
3. Correllation and combination of hard and soft information (computer assisted)
4. "Sales force" fully versed in consumer needs and product potential

This is pointed out as a caution for those contemplating the administrative combination of these functions. It should be pointed out that a combined hard and soft information system that would produce truly meaningful information requires computer assistance. It does not

appear that the capabilities of the computer or computer programmers will be sufficient within the near future to deal with such a combination.

Also, because of the divergent administrative demands placed on the two systems, immediate combination may cause insufficient development of both. In the spirit of the "one-stop-shop" a central administrative unit to insure coordination of efforts but not an operational combination of the two is foreseeable.

Thus far we have ascertained that there are two distinct types of educational information and that caution is advised if one is contemplating the combination of the two.

A system for the diffusion and utilization of educational information based on the ERIC system is best administered from the state level.

The ERIC system is going to be computerized possibly as early as 1971. Consideration should be given to "plugging in" to that system when deciding which office should administer such a system.

The two major administrative locations to be considered are (1) the division of research within the state education department and (2) the state library administrative office.

If your state is fortunate enough to have both of these offices arrange a coordinated effort, this is the ideal arrangement. A division of research should not become involved in the business of building an education library which would probably duplicate what is nearby in a state library collection. The physical collection of materials such as journals, microfiche and microfilm should be housed in an established library setting unless this location would not give division of research personnel immediate access to the collection. In such a case, a skeleton collection of essential educational resources must be built (see Appendix F).

Most state library systems already have interlibrary loan networks operating within the state which include the loan of educational publications and microfiche. These systems also incorporate dissemination activities which include educational institutions, educators and educational libraries. Mobile collections are also widespread and this concept is readily accepted by educators.

Prior to making a decision regarding administrative location, it is essential that the state library system and service be investigated. The annexation of select research personnel to an existing library structure is an ideal administrative and financial arrangement.

The university library system should also be investigated because it may be the strongest library structure within your state.

Historically the libary has been a passive institution. However, this image is rapidly changing as educators and other professionals place up-to-date information demands on the library systems throughout the nation.

Assuming a suitable administrative location is found either within the library structure, the educational research structure or a combination of these, the next step is the placing of parameters upon operation. Since the ERIC system is the basis of the system, it is obvious that ERIC input and output are essential operations. The third phase,utilization of output is the most difficult and unique function. It is this function which requires the extremely user-oriented diffusion design presented below.

This design will be discussed in terms of the three major phases mentioned above.

Input Phase (Diagram Appendix A)

The design of a statewide ERIC input system is essential to the success of ERIC itself and is dependent upon three major input sources.

1. Documents published by the State Education Department.

   Two copies of these materials can be sent to the central state ERIC office as a matter of routine. This arrangement can usually be worked out with a publications office within the state education department.

2. Documents produced outside the State Education Department by other educational agencies or private institutions while under contract to the State Department.

   The offices acting as contract agent for the State Department can be required to forward two copies of each contract-produced document to the state ERIC office.

3. Locally produced documents such as those produced by local educational agencies or regional centers while under no specific obligation or affiliation with the State Education Department.

   Access to these materials can best be arranged through local representatives affiliated with local ERIC collections. These individuals are crucial to this diffusion design and their total role will be discussed later.

The input function of the state ERIC office will understandably mean that one individual will be concerned almost entirely with recording and sending documents to the appropriate ERIC clearinghouse. It would be expected that many documents would not be ERIC quality and a small degree of "censorship" should be applied at this level. The intent of this function is not censorship but rather thorough state coverage to

insure that all relevant state educational materials of national interest are included in the ERIC system.

Output Phase (Diagram Appendix B)

Even though this phase results from the philosophical beliefs surrounding the utilization function, this area will be approached from an organizational viewpoint rather than a functional one. The functional or operational design will be thoroughly discussed in the utilization phase.

Since ERIC is the basis for this system it becomes necessary for one to know where ERIC collections are located and subscribed to within each state. Institutions subscribing to the ERIC microfiche collections include public libraries, university libraries, Title III centers, regional or cooperative educational agencies and educational research organizations.

The one common characteristic of all of these locations is that educators and in most cases the public at large has access to the collections.

After identifying the locations, the next step is essentially one of public relations. This entails enlisting the support of the existing locations to the point that the central state ERIC office can publicize and refer users to their local cooperating agency. This sounds like a difficult task but one must keep in mind that the majority of these locations purchased their collections with public money.

If a budget permits, one may want to fill in some gaps throughout the state where no collection exists but where obvious need is present. The new 3M "Executive I" microfiche reader-printer ($280) substantially reduces the cost of establishing an ERIC microfiche collection. (Other hardware vendors are listed in Appendix D.) Libraries or regional centers are ideal locations for establishing needed collections.

Once all of your initial locations are identified and/or newly established, it is essential that one person from each location be designated as the contact or "county agent." This individual is crucial in the overall design. He will serve as the means of access to locally produced material as mentioned above and will fill an essential position in the utilization phase.

It is important that this individual be knowledgeable about and concerned with the "educational resource utilization gap." He must also be able to identify formal and informal educational agencies or organizations affiliated with the cooperating institution.

Individuals of this kind are not as rare as one might expect. Chances are he is fully aware that his collection and reader or reader-printer represent at least a $4,000 investment and he is very interested in seeing that it gets used. This usage which is frequently superficial is not our ultimate goal but is an essential step toward it.

You may discover that local educational agencies such as high schools are anxious to become involved at this point. Since local money is very tight and a complete collection out of the question, you should encourage your local districts to (1) subscribe to Research in Education and (2) purchase a microfiche reader ($60) or if the budget permits, a 3M reader-printer ($280). These can be located in the high school library or media center and it gives the teacher on the firing line almost immediate access to a tremendous amount of resource material. How immediate and how lasting this service is, is dependent on each particular system.

If the budget permits, the state office can purchase a microfiche reproducer (see Appendix D). Microfiche can be reproduced upon request from a local district at approximately five cents per fiche. If this is

not feasible, the nearest cooperating institution might work out a loan arrangement or the state office may implement a mobile collection. Individual budgets will determine the acceptable procedures or alternatives.

Program administrative offices at the state level should also be utilized as a means of dissemination. They have specialized lines of communication that already exist and they can screen material that is obviously irrelevant to the practitioner.

At this point you have an organizational input and output or accessability structure originating with Central ERIC in Washington and moving through the state ERIC office and cooperating institution or State program office to the local district and teacher.

A fragmented, uncoordinated system or systems containing the essential components of the one described (with the exception of the "county agent" concept) probably already exists in each state. It is the responsibility of the state to centralize and coordinate these operations forming a unified design for closing the educational resource utilization gap.

It is not the writer's intent to imply that the existence of a diffusion system in any way infers meaningful utilization or implementation. However, the system is a prerequisite to the next phase. This is the operational description of how the input and output designs will function.

Utilization Design (Diagram Appendix C)

It has long been recognized that true utilization or implementation will not occur in education until some link is established between researcher and practitioner. Up to the present time this link was conceived as a one-way or interpreter function. This new concept calls for a two-way function and utilizes the individual within the cooperating institution designated as the "county agent" as the essential link.

Because the "county agent" is the essential link in the design, the operational description will center around his functions.

The "county agent" must be familiar with the local district personnel and must make his role known to those individuals. He should become involved or involve his home institution in the activities of the local educational agencies (conferences, etc.) whenever possible so as to gain insights into the local problems as perceived by the practitioner.

The "county agent" may even be able to obtain time at local faculty meetings to request teachers and supervisors to submit their high priority problems, needs or questions in writing.

The "county agent" then can ascertain which local problems and questions are answerable by utilizing his own resources. Since he is familiar with the local setting, he may be able to suggest alternative solutions tailored for a particular district or teacher. If he is unable to do this for any of a number of reasons, he can contact the state ERIC office to obtain a consultant from the State Education Department to assist the local district in applying information or research findings.

Those questions, problems or information demands which are unanswerable through the cooperating institution should then be forwarded by the county agent to the state ERIC office.

At the State level a more comprehensive literature search is conducted utilizing the many resources available. Any pertinent findings are then forwarded to the county agent who, in turn, transfers the findings to the local educator.

The form of the transferred information (abstract, microfiche, full print-out copy, xerox or repackaged packages) will vary depending on the hardware and professional resources available at the local and cooperating institution levels.

Any problems or information demands forwarded by the county agent to the state ERIC office that are unanswerable at the state ERIC office should be forwarded to the State Education Department's Division of Research.

The research specialists then take the unanswerable questions and problems and ascertain the possibility of exploring these areas through research. If a feasible research or innovative project is evident, the Research or Title III personnel should then involve the original "requestor" in the design and implementation of this project. If at all possible, the original requestor or teacher should be given an opportunity to participate in the actual completion of the project. Perhaps aides could be assigned to relieve the teacher of her routine tasks so she might direct or co-direct the project. This may have implications for a new kind of reward system.

This design facilitates the need for "practitioner-relevant" research or highly implementable research. It also fills an information need since this problem or question was found to be unanswerable at all levels of the ERIC-based information system.

Even if it is impossible to involve the teacher in anything other than planning of the project, the resultant findings should fill an identified information need.

The research results or project generated information can then be processed through the input phase of this design and become part of the National ERIC system. Thus, the information gap will be filled at all levels.

This design remains unchanged regardless of the nature of the unknown research or information need. For instance, the need may demand an evaluative project, a survey type project or demonstration program.

All of these involve different areas within education. However, since the design is intended to insure that relevant projects are undertaken and the results incorporated into the system, the areas involved truly have little bearing on the operational design.

This utilization phase also has far reaching implications for priority funding areas on the National level since the state would have a clear idea of what areas are problematic as perceived by the teachers or other practitioners.

A consolidated listing compiled at the national level would certainly reveal considerable overlap among states and would certainly yield several meaningful answers through funding policy.

It should now be clear how the input and output phases fit together. The crucial role of the county agent in encouraging utilization and implementation of educational resources is also apparent.

The overall design begins to close the resource utilization gap and also puts the horse before the cart in terms of research projects undertaken.

This description omits any detailed discussion of the change process or of the sociological principles involved in system design such as described by Ronald Lippitt and Ronald Havelock in their paper presented at the National Conference on Diffusion of Educational Ideas (1968) entitled Needed Research on Research Utilization. Though this discussion has been omitted, the underlying principles and observations of several "change agent writers" are included.

The repackaging process of research findings for nonresearch audiences was also omitted.

The writer feels that a repackaging process must be designed according to the specific local needs which will not truly be known until a system such as described herein is instituted.

The true success of this proposed two-way diffusion design is dependent upon a good public relations and advertising program at all levels from Central ERIC to school district. The subtle processes involved in an effective program including identification of opinion leaders and change agents is beyond the scope of this discussion. These factors are also highly dependent upon local variables and best coped with after instituting the organizational design.

The educational bureaucracy within each state will necessitate variations in diffusion design but the functional components should remain the same.

County agents capable of the tremendous role appointed them by this design may be scarce but this crucial role deserves our attention. Perhaps state or federally sponsored training programs as well as a local commitment to the cause will be required in order to produce effective county agents. All of these intricate factors must be given our attention before we can adequately answer the question:

> Who is using educational research and project-generated information and how has it contributed to the field of education on a practical level?

Funding Sources

Virtually all Federal program areas require a dissemination function through legislation or federal guidelines. Since a state ERIC office as described in this design is not specific to any one area, it is extremely feasible to pool a percentage of each federal program budget for the operation of the state office. The amount of duplication of dissemination efforts that would be eliminated through a central office would more than justify a pooling of resources.

Due to the relatively sophisticated fragmented systems which have already developed, this pooling plan will undoubtedly be criticized by those who have proprietary feelings about their own dissemination operation. These same individuals feel that their system undoubtedly serves its particular user group to the fullest extent. They lack the insight to the practitioners problem when confronted with five or ten such systems all apparently operating in a vacuum and requiring separate system access procedures.

This is a very delicate problem and the subsystem administrators must be carefully educated concerning the absolute necessity of a centralized coordinating office.

It may be necessary to initially build on the "contributions" of one or two federal programs. The hopeful success of the system may then encourage others to take an active part.

If a pooling arrangement is impossible, ESEA, Title V, may be a possibility. Research money could also be utilized for establishing the state office on a pilot or feasibility basis.

Funding level and source possibilities will vary within each state structure but the above alternatives should yield some resources.

RELATED ERIC DOCUMENTS

ED 012 503 A Comparative Analysis of the Research Utilization Process. Lippitt, et al.

ED 013 228 Clinical Research--A Two-Way Street between Research and Practice. Cookingham and Ward.

ED 015 534 Development, Diffusion and Evaluation. Guba.

ED 015 535 Dissemination and Translation Roles in Education and Other Fields, A Comparative Analysis. Havelock.

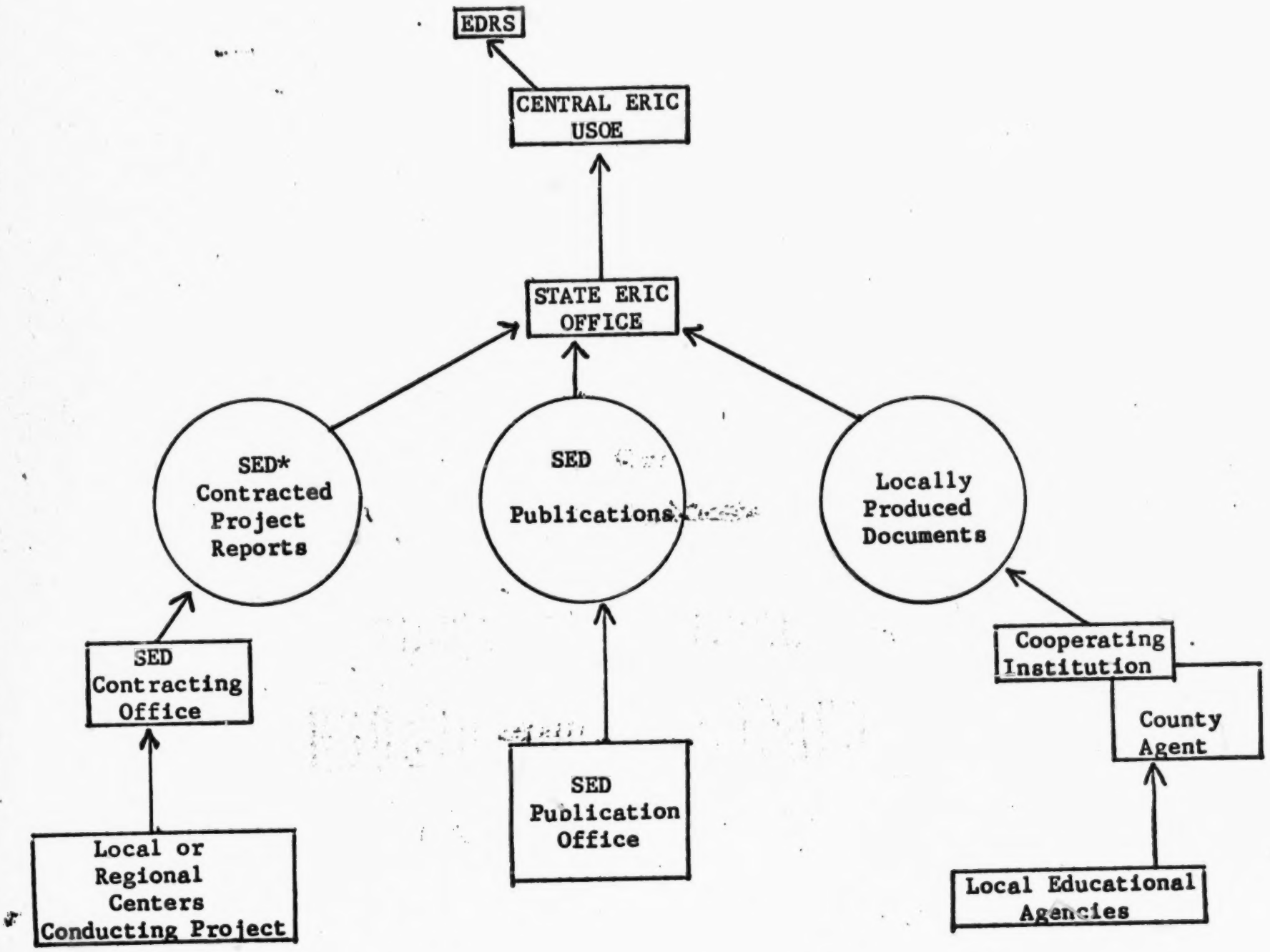
ED 017 742 Information Systems, A Vehicle for Diffusion of Educational Ideas. Wilson.

ED 017 040 Knowledge Production and Utilization in Contemporary Organizations. Carter.

ED 019 985 Report of the Intergovernmental Task Force on Information Systems.

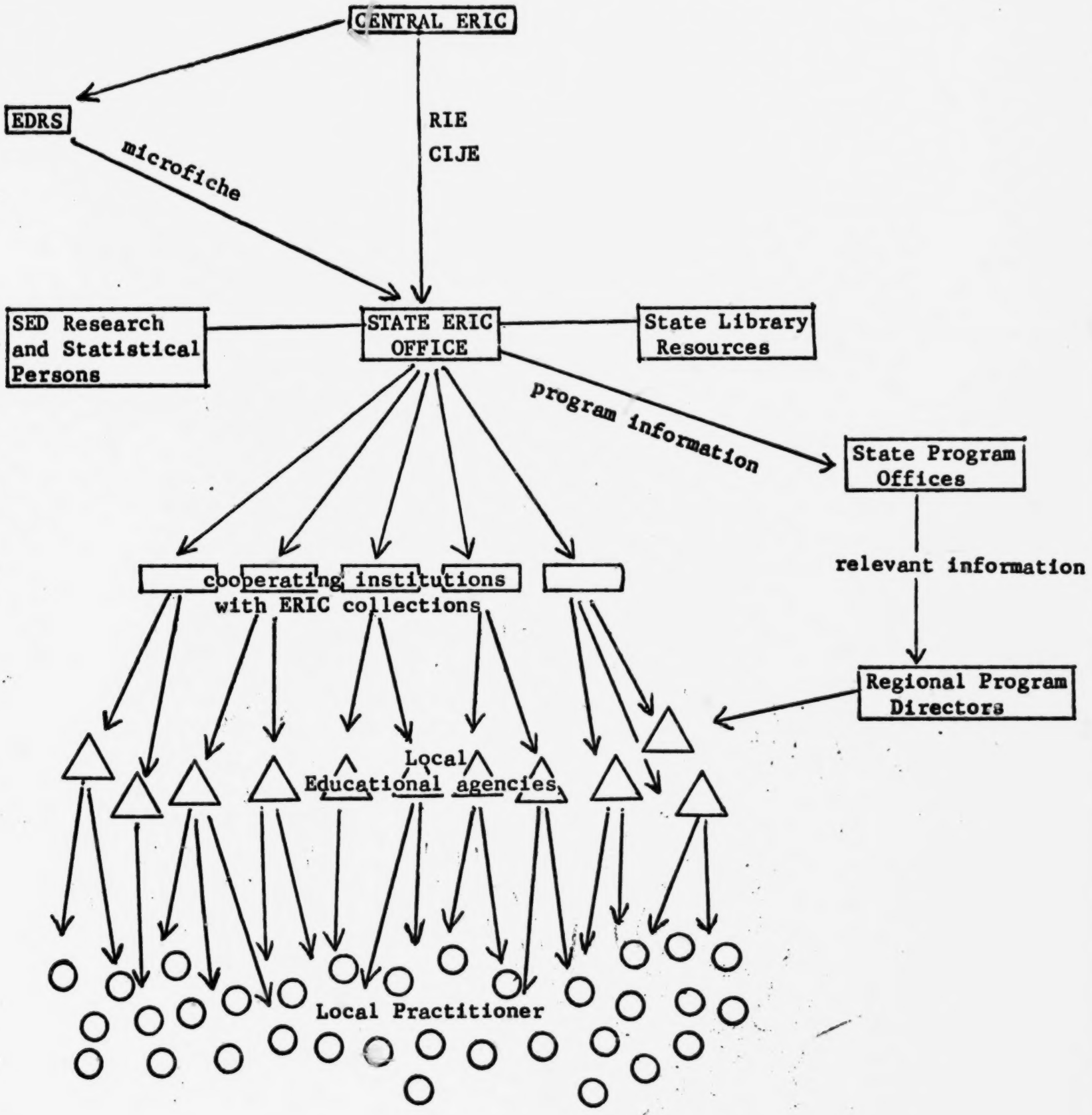
APPENDIX A

Input Phase



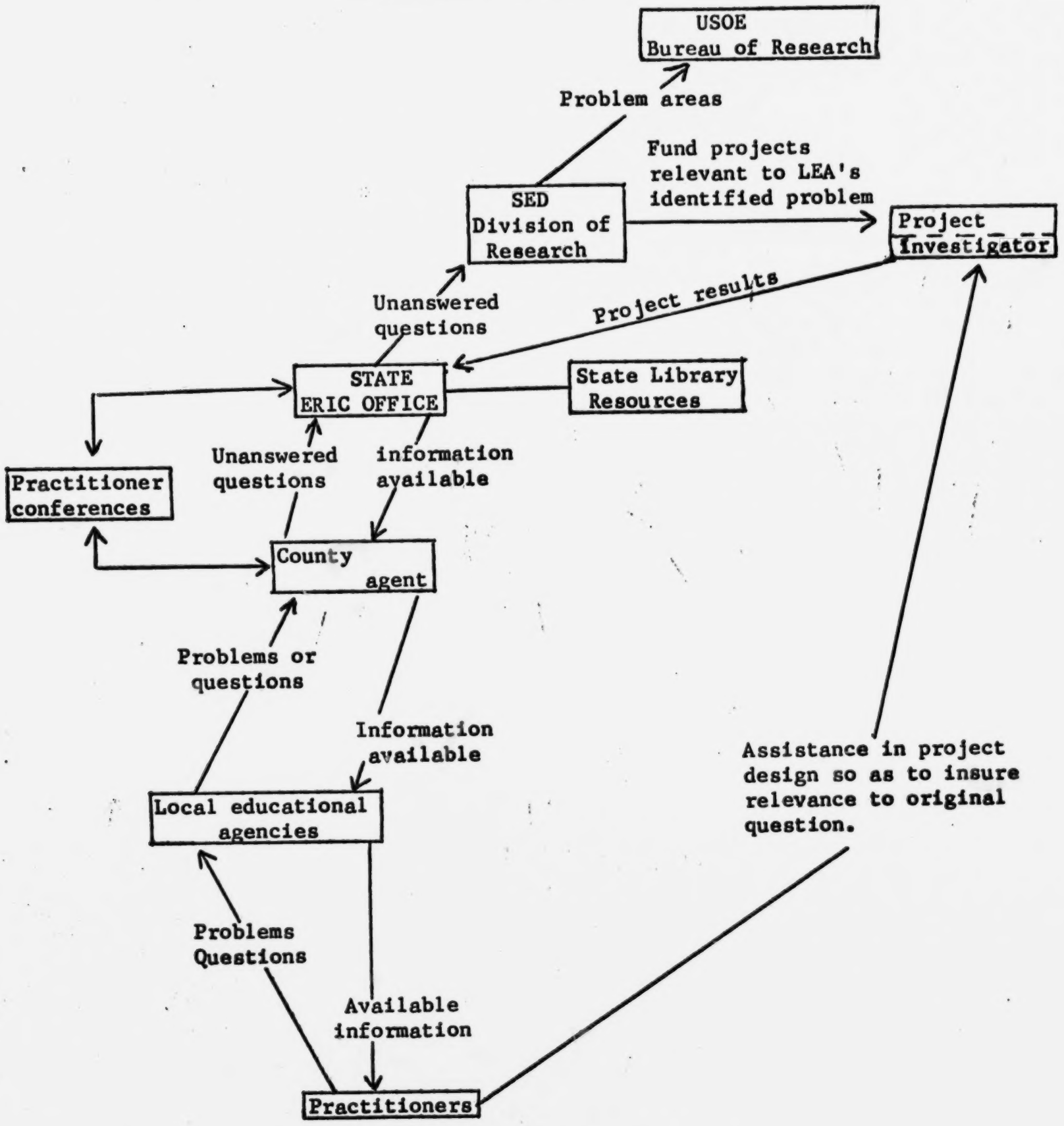
APPENDIX B

Output Phase



APPENDIX C

Utilization Design



APPENDIX D

Microfiche Reader and Reader-Printer Vendors

1. Atlantic Microfilm Corporation *
   700 S. Main Street
   Spring Valley, New York 10977

2. Bell and Howell Company
   6800 McCormick Road
   Chicago, Illinois 60645

3. Doc Inc. Leasco
   4833 Rugby Avenue
   Bethesda, Maryland 20014

4. 3M Company **
   3M Center
   St. Paul, Minnesota 55101

5. National Cash Register Company
   Industrial Products Division
   3100 Valleywood Drive
   Dayton, Ohio 45429

* In addition to readers and reader-printers, the Atlantic Microfilm Corporation also produces a microfiche developer and printer (approx. $1,000). This equipment allows one to subscribe to one microfiche collection and reproduce microfiche on demand for local districts that have readers or reader-printers. The cost of reproduction is $.05 per sheet as compared with:

   1. A single page printout at $.10 per page
   2. A standing order for microfiche at $.11 per fiche
   3. An individually ordered microfiche at $.25 per fiche

The service that can be provided not only drastically reduces cost but it also insures that local collections are built through accumulation of relevant documents since they were <u>requested</u> by the local practitioner.

** 3M Company currently has a fine quality, yet the least expensive, reader-printer on the market.

APPENDIX E

ERIC Clearinghouses

ADULT EDUCATION
Syracuse University
107 Roney Lane
Syracuse, New York 13210

COUNSELING AND PERSONNEL SERVICES
611 Church Street
Ann Arbor, Michigan 48104

THE DISADVANTAGED
Teachers College-Box 40
Columbia University
New York, New York 10027

EARLY CHILDHOOD EDUCATION
University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

EDUCATIONAL ADMINISTRATION
Hendricks Hall
University of Oregon
Eugene, Oregon 97403

EDUCATIONAL FACILITIES
University of Wisconsin
606 State Street, Room 314
Madison, Wisconsin 53703

EDUCATIONAL MEDIA AND TECHNOLOGY
Institute for Communication Research
Stanford University
Stanford, California 94305

EXCEPTIONAL CHILDREN
The Council for Exceptional Children
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

HIGHER EDUCATION
George Washington University
Washington, D.C. 20006

JUNIOR COLLEGES
University of California at Los Angeles
405 Hilgard Avenue
Los Angeles, California 90024

LIBRARY AND INFORMATION SCIENCES
University of Minnesota
2122 Riverside Avenue
Minneapolis, Minnesota 55404

LINGUISTICS
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

READING
200 Pine Hall
School of Education
Indiana University
Bloomington, Indiana 47401

RURAL EDUCATION AND SMALL SCHOOLS
New Mexico State University
Box 3AP, University Park Branch
Las Cruces, New Mexico 88001

SCIENCE EDUCATION
Ohio State University
1460 West Lane Avenue
Columbus, Ohio 43221

TEACHER EDUCATION
1156 Fifteenth Street, N.W.
Washington, D.C. 20005

TEACHING OF ENGLISH
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

TEACHING OF FOREIGN LANGUAGES
Modern Language Association of America
62 Fifth Avenue
New York, New York 10011

VOCATIONAL AND TECHNICAL EDUCATION
Ohio State University
1900 Kenney Road
Columbus, Ohio 43212

APPENDIX F

The following pages contain a selected listing of those National resources which are of particular interest to educators, especially those interested in the dissemination and utilization of educational research and innovative information.

This listing represents only a portion of the resources reported in The Handbook of Information Sources in Education and the Behavioral Sciences which was published in May 1968 under USOE Contract No. OEC-1-7-07038-3914 with the American Institute for Research, Pittsburgh, Pennsylvania. The "Handbook" is currently out of print; however, it has been included in the ERIC System as ED 020 447.

Any questions regarding this selected listing or related to the progress of the New York State RCU project to establish a centralized unit for educational resources may be directed to Gregory Benson, Jr., New York State Research Coordinating Unit, Albany, New York 12224.

SPECIALIZED INFORMATION CENTERS

A specialized information center is that information facility organized primarily to select, acquire, store, and retrieve documents pertaining to one specific discipline or field of interest, and to disseminate in response to user request. Again, the line of demarcation between libraries and specialized information centers is becoming less well defined, but the centers in general tend to (1) concentrate on particular source classes and format of information, (2) structure collection, processing, and dissemination operations in a manner conducive to minimizing publications lag times, and/or (3) produce data formats specifically designed to facilitate certain informational operations (e.g., production of abstracts to facilitate first-level screening of a set of candidate documents.)

1. American Personnel and Guidance Association
2. Center for the Study of Liberal Education for Adults
3. Clearinghouse for Sociological Literature
4. Computer-Assisted Instruction Information Exchange (ENTELEK, Inc.)
5. Educational Facilities Laboratories, Inc.
6. Educational Products Information Exchange Institute
7. Educational Resources Information Center (ERIC)
8. Human Relations Area Files, Inc.
9. Institute of Behavioral Science
10. Institute of International Education
11. NAPSAE Adult Education Clearinghouse
12. National Clearinghouse for Mental Health Information
13. Research Program in Child Development; Institute for Juvenile Research
14. School Research Information Service

SPECIALIZED INFORMATION CENTERS

1. American Personnel and Guidance Association (APGA)

Purpose: APGA is a scientific and educational association dedicated to the advancement of guidance and personnel work. Its purpose is to serve the membership and the general public through programs specifically designed to further the broad educational aspects of guidance and counseling.

Submit inquiries to: American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

2. Center for the Study of Liberal Education for Adults (CSLEA)

Purpose: The CSLEA was originally established to work with institutions of higher learning seeking to initiate or improve programs of liberal education for adults. Although the function of CSLEA was originally defined as the promotion of education specifically liberal in nature, the Center has since become involved with every facet of the vast complex of continuing liberal education.

Submit inquiries to: The Director
Center for the Study of Liberal Education for Adults
138 Mountfort Street
Brookline, Massachusetts 02146

3. Clearinghouse for Sociological Literature

Purpose: The Clearinghouse provides a new method for disseminating the results of sociological research. It functions as follows: (1) the author submits his paper to the Clearinghouse; (2) it is reviewed by the Board of Editors; (3) if accepted, the paper is reproduced on a master microfiche negative for permanent retention by the Clearinghouse; (4) an abstract of the article appears in Sociological Abstracts; (5) a person wanting a copy of the article requests it from the Clearinghouse in either microfiche or enlarged form.

Submit inquiries to: Clearinghouse for Sociological Literature
Department of Sociology
University of Wisconsin - Milwaukee
Milwaukee, Wisconsin 53211

4. Computer-Assisted Instruction Information Exchange (ENTELEK, Inc.)

Purpose: To keep pace with the rapid development of computer-assisted instruction (CAI), in 1965 the Office of Naval Research contracted with ENTELEK Incorporated to develop and maintain an exchange of information among the growing number of institutions using computers in the instructional process, or conducting research and development in CAI. At present, approximately 200 universities, school districts, manufacturers, and government agencies are participating in the Exchange.

Submit inquiries to: Dr. Albert E. Hickey
ENTELEK Incorporated
42 Pleasant Street
Newburyport, Massachusetts 01950

5. Educational Facilities Laboratories, Inc. (EFL)

Purpose: EFL was established by the Ford Foundation early in 1958 to help American schools and colleges with their physical problems by encouraging research, experimentation, and the dissemination of knowledge regarding educational facilities.

Submit inquiries to: Educational Facilities Laboratories, Inc.
477 Madison Avenue
New York, New York 10022

6. Educational Products Information Exchange (EPIE) Institute

Purpose: EPIE is a disinterested, nonprofit agency, cooperatively developed by and for professionals in all quarters of the educational community. It will gather, codify, and disseminate dependable information about specifications, critical characteristics, and actual school performance of instructional materials, equipment, and systems for preschool through junior college grades. Within two or three years, EPIE expects to have developed a variety of information services, all directly related to selection, purchase, and use of instructional materials, equipment, and systems.

Submit inquiries to: P. Kenneth Komoski, Director
Educational Products Information
Exchange Institute
527 Lexington Avenue
New York, New York 10017

7. Educational Resources Information Center (ERIC)

Purpose: The purpose of ERIC is to make research findings and information about new educational developments readily available to the educational community.

Submit inquiries to: ERIC Clearinghouse on Vocational and
Technical Education
Ohio State University
1900 Kenny Road
Columbus, Ohio 43212

8. Human Relations Area Files, Inc.

Purpose: HRAF was established in 1949 as a nonprofit organization to collect, organize, and distribute information of significance to the natural and social sciences and the humanities. HRAF materials are basic research sources for investigators in the social sciences interested in cross-cultural research and area studies. Broadly stated, the function of HRAF is to facilitate research and comparative study in the sciences concerned with mankind, thereby promoting a general understanding of the peoples of the world, their ways of life, their problems, values and ideas.

Submit inquiries to: Human Relations Area Files
P.O. Box 2054, Yale Station
New Haven, Connecticut 06520

9. Institute of Behavioral Science (IBS)

Purpose: The principal functions of the Institute of Behavioral Science are to foster the development of research among faculty members; to conduct and sponsor interdisciplinary research programs in selected problem areas; to facilitate graduate research training; to provide facilities, equipment, and administrative services for its research programs and projects; and to disseminate information about its research activities and findings to scientific and public groups and institutions.

Submit inquiries to: Institute of Behavioral Science
102 Institute Building
University of Colorado
Boulder, Colorado 80302

10. Institute of International Education (IIE)

Purpose: IIE develops and administers programs designed to promote the dissemination of ideas, knowledge, and skills among all nations through the exchange of students, scholars, artists, and leaders. It is especially interested in developing educational programs to serve the economic, political, and social needs of new and emerging nations. IIE also serves as a clearinghouse of information and provides consultation services on all phases of educational and cultural exchange.

Submit inquiries to: Institute of International Education
809 United Nations Plaza
New York, New York 10017

11. NAPSAE Adult Education Clearinghouse (NAEC)

Purpose: The NAPSAE Adult Education Clearinghouse (NAEC) has been established by the National Association for Public School Adult Education (NAPSAE) to provide easier access to information useful in the education, training, and retraining of adults and out-of-school youth in adult basic and secondary education. It works toward this objective by obtaining, processing, and disseminating information about all aspects of adult basic and secondary education.

Submit inquiries to: Richard W. Cortright
NAPSAE Adult Education Clearinghouse
1201 16th Street, N.W.
Washington, D.C. 20036

12. National Clearinghouse for Mental Health Information (NCMHI)

Purpose: The purpose of the National Clearinghouse for Mental Health Information is: (1) to collect, abstract, index, and store information related to mental health, (2) to regularly disseminate scientific and program information among researchers and practitioners concerned with mental health and mental illness, (3) to analyze, evaluate, and interpret trends in the mental health field, and (4) to serve as an informational resource at the request of individuals working and studying in disciplines related to mental health.

Submit inquiries to: National Clearinghouse for Mental Health Information
5454 Wisconsin Avenue
Chevy Chase, Maryland 20203

13. Research Program in Child Development; Institute for Juvenile Research

Purpose: The Research Program seeks to make contributions to knowledge of the development of human behavior through a series of coordinated programs of basic and clinical research. The special concern of the Research Program is the study of the maturational and socialization processes of children, including both normal and abnormal processes and the methods of influencing these processes. Research projects are multidisciplinary as well as interdisciplinary in nature. The research staff consists of specialists in psychiatry, psychology, sociology, anthropology, education, and social work. A second function of the Research Program is to provide consultation for clinical personnel at IJR and in related institutions who desire to conduct innovative clinical work or clinical research.

Submit inquiries to: Director of Research
Attn: Special Assistant, Information Service
Research Headquarters
Institute for Juvenile Research
232 East Ohio Street
Chicago, Illinois 60611

14. School Research Information Service (SRIS)

Purpose: Phi Delta Kappa's School Research Information Service (SRIS) secures copies of school research reports and descriptions of innovative practices both directly from the schools and school study councils and through its active membership of 66,000 educators. These reports are coded for cross referencing in an electronic information system and are made available to interested parties on request.

Submit inquiries to: William J. Gephart, Director
Research Service Center
Phi Delta Kappa
Eighth and Union
Bloomington, Indiana 47401

MULTIDISCIPLINARY INFORMATION CENTERS

A multidisciplinary information center is that information facility organized primarily to select, acquire, store, and retrieve documents pertaining to various disciplines or fields of interest, including education and/or the behavioral sciences, and to disseminate in response to user request. As libraries increase their capabilities for providing user-oriented services and as information centers expand their media coverage, delimiting each type becomes more difficult.

1. Clearinghouse for Federal Scientific and Technical Information
2. DATRIX
3. National Referral Center for Science and Technology
4. Science Information Exchange

MULTIDISCIPLINARY INFORMATION CENTERS

1. Clearinghouse for Federal Scientific and Technical Information (CFSTI)

Purpose: CFSTI is a focal point for supplying the industrial and technical community with information about U.S. Government-generated science and technology in defense, space, atomic energy, and other national programs. The Clearinghouse is part of the National Bureau of Standards, Institute for Applied Technology. It collects, announces, sells, and references unclassified technical reports and translations produced by all Government agencies. Last year the Clearinghouse acquired 50,000 new titles and distributed 2,000,000 copies of the reports in its collection.

Send orders to: Clearinghouse
U.S. Department of Commerce
Springfield, Virginia 22151

2. DATRIX

Purpose: DATRIX is designed to alleviate the problems in the classification and retrieval of dissertations. It provides scholars and industrial researchers with an efficient method for retrieving recently completed basic research in the form of a bibliography of relevant doctoral dissertations.

Submit inquiries to: DATRIX
University Microfilms
Ann Arbor, Michigan 48106

3. National Referral Center for Science and Technology

Purpose: The Center is essentially an organization to provide "information about sources of information" (including the social sciences). It is designed to provide anyone with an interest in science and technology with a single place to which to turn for advice on where and how to obtain information on specific topics.

Submit inquiries to: National Referral Center for Science and Technology
Library of Congress
Washington, D.C. 20540

4. Science Information Exchange (SIE)

Purpose: The Science Information Exchange (SIE) is designed to provide the community with timely information about currently active scientific research. The National Science Foundation supports SIE through a contract to the Smithsonian Institution.

Submit inquiries to: Science Information Exchange
209 Madison Bank Building
1730 "M" Street, N.W.
Washington, D.C. 20036

DATA REPOSITORIES

A data repository is that information facility organized primarily for acquiring, processing, storing, retrieving and disseminating data. A center may process raw data or collect and compile processed data. Data processing done at a data center does not necessarily include evaluation services.

1. Bureau of Labor Statistics
2. Project TALENT Data Bank
3. Social Sciences Data Archives

DATA REPOSITORIES

1. Bureau of Labor Statistics (BLS) U.S. Department of Labor

Purpose: BLS stores data dealing with manpower, employment, wages, industrial relations, productivi ty, economic growth, industrial safety, prices, living conditions, and foreign labor. Collects data relating to occupational wages, industry employment, hours and earnings, and consumer prices.

Submit inquiries to: Arthur M. Ross, Commissioner
Bureau of Labor Statistics
441 G Street, N.W.
Washington, D.C. 20212

2. Project TALENT Data Bank

Purpose: The Project TALENT Data Bank contains or will contain data gathered in: (1) a 1960 survey of 440,000 high school students in grades 9 through 12; (2) a followup study of each grade one year after graduation from high school; and (3) a series of extended followup studies at intervals of 5, 10, and 20 years following graduation.

Submit inquiries to: Dr. Lyle F. Schoenfeldt, Director
Project TALENT Data Bank
American Institutes for Research
P.O. Box 1113
Palo Alto, California 94302

3. Social Sciences Data Archives (SSDA)

Purpose: SSDA has no survey unit at present. Its holdings represent data collections deposited by individual members of the faculty, plus some studies submitted by organizations outside the University of Iowa. The SSDA includes studies on role conceptions of American state legislators, recruitment patterns and activity levels of local party officials, role perceptions of lobbyists, an analysis of political apathy in an Argentine town, and many election, attitudinal, and current events surveys.

Submit inquiries to: A.J. Mackelprang, Research Associate
Social Science Data Archives
305 Schaeffer Hall
The University of Iowa
Iowa City, Iowa 52240

ABSTRACTING AND INDEXING SERVICES

Abstracting and indexing services are those information facilities which select, acquire, store, and retrieve information documents as well as abstract, index, and disseminate documents. The output consists primarily of indexes, abstracts, and bibliographies.

1. Athene
2. British Education Index
3. British Journal of Educational Psychology
4. Cahiers de Sociologie Economique
5. Canadian Education and Research Digest
6. Child Development Abstracts and Bibliography
7. CIRF Abstracts
8. College Student Personnel Abstracts
9. Cumulated Index Medicus
10. Dissertation Abstracts
11. Education Abstracts
12. Education Index
13. Education Nationale
14. Education Today
15. Educational Administration Abstracts
16. Educational Research
17. English Journal
18. English - Teaching Abstracts
19. Exceptional Children
20. Film User
21. Masters Abstracts
22. Mental Health Book Review Index
23. Mental Retardation Abstracts
24. Psychological Abstracts
25. Research in Education (RIE)
26. Social Sciences and Humanities Index
27. Sociological Abstracts
28. Sociological Review
29. Sociology of Education Abstracts
30. State Education Journal Index
31. Teacher of the Blind
32. U.S. Government Research and Development Reports

ABSTRACTING AND INDEXING SERVICES

1. TITLE: Athene

   SUBJECT AREA: Art Education

   PUBLISHER: Society of Education through Art
   Morely College
   61 Westminster Bridge Road
   London, S.E. 1, England

2. TITLE: British Education Index

   SUBJECT AREA: All fields of educational interest with most attention given to education in Great Britain.

   PUBLISHER: Library Association
   Chaucer House
   Malet Place
   London, W.C. 1, England

3. TITLE: British Journal of Educational Psychology

   SUBJECT AREA: Educational psychology

   PUBLISHER: British Psychological Society
   Cambridge University Press
   200 Euston Road
   London, N.W. 1. England

4. TITLE: Cahiers de Sociologie Economique

   SUBJECT AREA: Sociology

   PUBLISHER: Centre de Recherches et d' Etudes de
   Psychologie des Peuples et de Sociologie Economique
   B.P. 258
   Le Havre, France

5. TITLE: Canadian Education and Research Digest

   SUBJECT AREA: Education

   PUBLISHER: Canadian Educational Association
   151 Bloor Street, W.
   Toronto 5, Canada

6. TITLE: Child Development Abstracts and Bibliography

   SUBJECT AREA: Covers material relating to development from birth to maturity, published in a range of disciplines including medicine, psychology, sociology, and education.

   PUBLISHER: The University of Chicago Press
   5750 Ellis Avenue
   Chicago, Illinois 60637

7. TITLE: CIRF Abstracts

SUBJECT AREA: Vocational training practices

PUBLISHER: International Labour Office
CH-1211
Geneve 22, Switzerland

8. TITLE: College Student Personnel Abstracts

SUBJECT AREA: Covers material relating to college students and student services. Material on curriculum or faculty is not covered.

PUBLISHER: College Student Personnel Institute
165 East Tenth Street
Claremont, California 91711

9. TITLE: Cumulated Index Medicus

SUBJECT AREA: Medicine, including dentistry, dermatology, gynecology, history of medicine, internal medicine, microbiology, military medicine, nursing, obstetrics, opthalmology, otorhinolaryngology, pathology, pediatrics, pharmacology, pharmacy, public health, surgery, and therapeutics.

PUBLISHER: American Medical Association
535 North Dearborn Street
Chicago 10, Illinois

10. TITLE: Dissertation Abstracts

SUBJECT AREA: Abstracts of dissertations and monographs in microfilm

PUBLISHER: University Microfilms
313 N. First Street
Ann Arbor, Michigan

11. TITLE: Education Abstracts

SUBJECT AREA: Abstracts of works in the field of higher education

PUBLISHER: American College Public Relations Association
1785 Massachusetts Avenue, N.W.
Washington, D.C. 20036

12. TITLE: Education Index

SUBJECT AREA: Cumulative subject index to a selected list of educational periodicals, proceedings, and books. Covers curriculum, administration, management, guidance and counseling, educational research, exceptional children, religious education, and psychology.

PUBLISHER: The H.W. Wilson Co.
950 University Avenue
Bronx, New York 10452

13. TITLE: Education Nationale

SUBJECT AREA: Education

PUBLISHER: Comite Universitaire d' Information Pedagogique
29 Rue d' Ulm
Paris (5e), France

14. TITLE: Education Today

SUBJECT AREA: Current educational literature digest

PUBLISHER: College of Preceptors
2 Bloomsbury Square
London, W.C. 1, England

15. TITLE: Educational Administration Abstracts

SUBJECT AREA: Educational administration

PUBLISHER: The University Council for Education
65 South Oval Drive
Columbus, Ohio 43210

16. TITLE: Educational Research

SUBJECT AREA: Educational research

PUBLISHER: Newnes Educational Publishing Company Ltd.
Tower House
Southhampton Street
London, W.C. 2, England

17. TITLE: English Journal

SUBJECT AREA: English language; study and teaching; secondary

PUBLISHER: National Council of Teachers of English (NCTE)
508 South 6th Street
Champaign, Illinois 61822

18. TITLE: English - Teaching Abstracts

SUBJECT AREA: English language, study and teaching

PUBLISHER: British Council
English Teaching Information Centre
State House
63 High Holburn
London, W.C. 1, England

19. TITLE: Exceptional Children

SUBJECT AREA: Exceptional child study

PUBLISHER: 1201 Sixteenth Street, N.W.
Washington, D.C. 20036

20. TITLE: Film User

SUBJECT AREA: Production and usage of educational, industrial, and documentary films, programmed learning and closed-circuit TV.

PUBLISHER: Current Affairs Ltd.
Box 109
Croydon
Surrey, England

21. TITLE: Masters Abstracts

SUBJECT AREA: Abstracts of selected masters theses on microfilm.

PUBLISHER: University Microfilm, Inc.
313 N. First Street
Ann Arbor, Michigan

22. TITLE: Mental Health Book Review Index

SUBJECT AREA: Bibliography of books and book reviews aiming at a synthesis of significant monographic literature in the Behavioral Sciences.

PUBLISHER: Mental Health Book Review Index
Paul Klapper Library
Queens College, CUNY
Flushing, New York 11367

23. TITLE: Mental Retardation Abstracts

SUBJECT AREA: Treats of laboratory and clinical research on the nature and causes of mental disorders and methods of treatment and prevention.

PUBLISHER: Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

24. TITLE: Psychological Abstracts

SUBJECT AREA: Abstracts and indexes publications in psychology

PUBLISHER: American Psychological Association, Inc.
1200 Seventeenth Street, N.W.
Washington, D.C. 20036

25. TITLE: Research in Education (ERIC)

SUBJECT AREA: Reports on research projects and reports sponsored by the USOE Bureau of Research in these areas: office of education, adult education, applied linguistics, counseling, educational administration, exceptional children, foreign languages, junior colleges, small schools, reading, science, education, school personnel, disadvantaged, vocational and technical education.

PUBLISHER: U.S. Department of Health, Education, and Welfare
Washington, D.C. 20024

26. TITLE: Social Sciences and Humanities Index

SUBJECT AREA: Social sciences and humanities

PUBLISHER: The H.W. Wilson Co.
950 University Avenue
Bronx, New York 10452

27. TITLE: Sociological Abstracts

SUBJECT AREA: Covers methodology and research technology; sociology history, theory, and knowledge; social psychology; group interactions; culture and social structure; complex organizations; social change and economic development; mass phenomena; political interactions; social differentiation; community development and rural sociology; urban structures and ecology; sociology of the arts; sociology of education; sociology of religion; social control; sociology of science; demography and human biology; the family and socialization; sociology of health and medicine; social problems and social welfare.

PUBLISHER: Sociological Abstracts, Inc.
2315 Broadway
New York, New York 10024

28. TITLE: Sociological Review

SUBJECT AREA: Sociology

PUBLISHER: University of Keele
Keele
Staffordshire, England

29. TITLE: Sociology of Education Abstracts

SUBJECT AREA: Covers sociological studies on education with concentration on studies in major areas of educational concern such as educational and vocational guidance and education of the culturally disadvantaged.

30. TITLE: State Education Journal Index

SUBJECT AREA: An index to materials in the field of education

PUBLISHER: Box 1030
Fort Collins, Colorado 80522

31. TITLE: Teacher of the Blind

SUBJECT AREA: Education of the blind

PUBLISHER: Royal School for the Blind
Westbury-on-Trym
Bristol, England

32. TITLE: U.S. Government Research and Development Reports

SUBJECT AREA: Listing of technical reports from Government-sponsored research made available to industry and the general public.

PUBLISHER: Superintendent of Documents
Washington, D.C. 20402